

## Study of Need Aggression in Relation to Under-Achievement of Higher Secondary Students



### Education

**KEYWORDS :** Need Aggression, Higher Secondary Students, Under Achievement

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### ABSTRACT

*This study attempts to study the need aggression in relation to under-achievement of students at higher secondary level. A sample of 435 students was randomly selected from the schools in Moradabad district. They were administered Jalota's Verbal Group Test of General Mental Ability and Meenakshi Personality Inventory (MPI). Mean, S.D., and t-test were used to analyze the data. Results show that over achiever students and under achiever students differed significantly on need aggression. Underachiever students have significantly higher level of n-aggression than of overachiever students.*

### Introduction

Education, particularly higher education holds the key to the formulation of human capital. To meet this demand, much attention is given to educate people. Education is a powerful instrument of bringing about social, economic and political change in a free and democratic society. It plays a vital role in the building of a nation. Unfortunately, a significant portion of the resources is wasted on those who fail to benefit from their education. A large number of failure at the secondary examination causes frustration among the students and compels us to think seriously about this problem. It is the responsibility of educationists, psychologists and administrators to prevent wastage and insure proper achievement on the part of the students. Looking to the big number of failures, a low achiever is a great burden on the financial conditions of the country. In foreign countries, numerous studies (Baslanti, U. 2008, Berube, B. N. (Ed.). 1995, Fraenkel, J. R., & Wallen, N. E. 2006, Grobman, J. 2006, Kanevsky, L., & Keighley, T. 2003, Peterson, J. S. 2000, Preckel, F., Holling, H., & Vock, M. 2006) have been made in this field. In India, this problem was not attracted sufficient attention of the research workers. It is essential that attention must be paid to the factors affecting academic performance. There are many students who pass the examination, yet fail to achieve as much as they could do in terms of their abilities and potentialities. These students are called under achievers. They are quite capable but fail to achieve in conformity with capabilities for several reasons. On the other hand, there are students who are not quite capable, but they achieve beyond their capacity. Now the question arises as to what are the factors that influence their achievement. Perhaps certain non-intellectual factors interfere with their achievement. Many parents, teachers and persons think that the failed students have lack of intelligence and hence are worthless whereas, the fact is that they have sufficient intelligence but are unable to progress properly because of certain personality and social inadequacies. One of major factors suspected to influence this sort of academic failure is the student's personality. On the basis of the findings of many studies, a new orientation towards the understanding of under-achievers may be developed in researchers and counselors. Thus the study of under achievers occupies a significant importance in the field of education.

In any investigation of success or failure in school students, it is essential to understand both the characteristics of the individual and the situational forces that surrounded him and his functioning. It requires viewing the personality as functioning in a particular subculture. Therefore, it is timely to conduct a research to examine this particular issue. In the present study, the researcher attempted to study need aggression in relation to underachievement that might be operating and causing underachievement. This study intends to find out how far need aggression is related to underachievement of students at higher secondary level.

The need aggression is the tendency to harm others, to get annoyed and irritated to beat others, to quarrel with others, to

act according to the policy of "tit" for "tat", to insult others, to threaten others, to be angry for nothing, to enjoy hunting and killing animals, to have feelings of revolt, to oppose others, abuse others, using filthy language, and so on.

### Objectives

- To study the nature of academic achievement of higher secondary students.
- To classify the students as underachievers and overachievers
- To study the nature of personality need (Need Aggression) of underachiever and overachiever students.
- To compare the personality need (Need Aggression) of underachiever and overachiever students.

### Research Methodology

#### Method

Methods of research are generally determined by the theory of the topic under study, objectives of the study, resources of researchers etc. This study aimed at identifying the personality factor need aggression that might be associated with underachievement of higher secondary students. Hence, it has been designed on the lines of experimental method in which underachievement and overachievement are the dependent variables and personality factor need aggression is independent variable.

### Population and Sample

For the present study, population refers to the boy students officially enrolled in 11<sup>th</sup> standard of the schools of Moradabad district. Out of this population twenty five (sixteen percent) of all the boy schools have been drawn systematically. From each school only one section of class 11<sup>th</sup> was selected randomly. The students of these classes were totaled to 1306. These students were administered the Jalota's Verbal Group Test of General Mental Ability. On the basis of marks obtained in board examination and scores obtained on Jalota's Verbal Group Test of General Mental Ability, the students were classified as underachievers and overachievers. Ultimately, for final analysis 435 students (185 overachievers and 250 underachievers) were taken.

### Tools Used

To achieve the objectives of this study, Jalota's Verbal Group Test of General Mental Ability, Scores obtained by students in Board Examinations and Meenakshi Personality Inventory (MPI) were used.

### Data Analysis Techniques

To study the nature of personality need (Need Aggression) of underachiever and overachiever students, mean and standard deviation (S.D.) were calculated. To find out the differences between underachiever and overachiever students on need aggression, two tailed test of significance (t-test) was used.

### Results

For interpretation of data, hypothesis in null form was formulated

ed that there is no significant difference between underachiever and over achiever students on need aggression. Results are presented in Table-1.

**Table-1**  
**Summary of t-test for significance of difference between means of underachievers and overachievers on Need Aggression**

Dimensions of Personality Need	Under Achiever (N = 250)		Over Achiever (N = 185)		t-value
	Mean	S. D.	Mean	S. D.	
Need Aggression	6.54	2.742	6.016	2.524	10.693**

It is evident from Table-1, that t-value between the means of underachiever and overachiever students on personality factor need aggression was found to be 10.693 which was significant at 0.01 level of significance. This reveals the fact that underachiever and overachiever students differed significantly on personality factor need aggression. It means that n-aggression is positively related with student's academic underachievement. Since mean of underachievers (6.54) is significantly higher to that of overachievers (6.016), it may be said that underachievers have significantly higher level of n-aggression.

### Conclusions and Suggestions

The findings of the study indicates that need aggression is significantly associated with students academic underachievement. It constitute the personality syndrome of the underachievers. It seems to be functioning demotivating factor of academic underachievement. The psychology of human behaviour mainly concerns the motivation factors defined in various ways. The need theory of behaviour was widely accepted. The scholastic performance was considered a sort of human behaviour. The findings of the present study support the psychological theory of academic achievement which asserts that learning and performance success is an expression of the ways the individual tries to utilizes his energies given innate poential and a particular pattern of socializing pressures, it seems that the level of academic achievement is determined by a configuartion of factors in the form of personality needs.

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